

## IMPROVING CEFR LEVELS IN TEACHING ENGLISH ACCORDING TO LANGUAGE CHARACTERISTICS

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**Annotation:** This article examines the language characteristics of CEFR degrees in teaching English.

**Keywords:** CEFR, speech competence, competency approach, method.

**Introduction:** Training and scientific goals of personnel in the higher education system in our republic original literature on speciality in the process of finding the information needed for in order to form a view to participate in oral communication in foreign languages English lessons are being taught. The subject of his field of study is the English language of his profession be able to read the original literature, understand the text you have read and put it in your profession must buy.

In our country, in recent years, a number of reforms have been carried out, with great emphasis on teaching foreign languages using information and communication technologies.

Although scientists have carried out scientific research on the issue of types of speech activity and its formation, the study of a foreign language on the basis of a competency approach of future personnel with a specialty that corresponds to international requirements in the conditions of a consistently developing science has not been fully researched.

According to the purpose of teaching a foreign language, the content of teaching is specially selected in the way of training an intercultural interlocutor and informant, and it is the main educational object in the possession of communicative competence in a foreign language. In the content of training, two aspects are observed: what to learn and what to do. The first is manifested as a learning material, and the second as a learning process. The curriculum takes place from the material. And due to the fact that the learning process is the process of generating communicative competence belonging to skills and competencies, the program lists the corresponding requirements for them.

The content of teaching a foreign language directly depends on the goals of teaching, which, as a rule, determines the content of the goal. If the content is a methodological concept or category to be mastered during education, its product reflects the goal to be achieved. The content of training includes colloquial topics, qualifications and skills, as well as language material. The content of training includes colloquial topics, qualifications and skills, as well as language material. These three components dictate a holistic mastery of the English language in learning.

Taking into account the fact that it covers the improvement of the types of speech activity of students, the state in practice of teaching the types of speech activity in English classes on the basis of a competency approach was analyzed and deficiencies were identified. On the basis of the requirements of the CEFR, the content of education for Level B2 in a foreign language and the analysis of the literature being taught, the topics and the time distribution allocated to them were studied.

The formation of speech skills in the language is of course carried out with the help of practical exercises. At the same time, insufficient problems are encountered in the formation and improvement of types of speech activity in equal terms. To solve these problems, there is a need to abandon previous existing exercises, make additions or create a completely new system of exercises. The processes of practice carried out at this time have proven that today the old method, which does not meet the demand of the times, requires not applying methods to students, reducing the provision of excess material in improving their knowledge, enriching the educational process with real useful materials, educational

literature. Teaching students should take into account the material comprehensively, practically and scientifically, and approach it precisely to improve the aspect or improve existing knowledge. For this reason, it is significant that the teaching students are focused on the productive and receptive appropriation of language materials and the expansion of the potential vocabulary of students.

In the lessons on the results of the experiments carried out, analyzes, it was not observed to provide an education based on a sufficient level of competency approach in the teaching of types of speech activity. The lessons use a partially communicative approach. In this case, it was noticeable that the training did not include the full coverage of the intended goals. The process of covering all students to the lesson, improving the existing previously formed types of speech activity is not fully implemented. The exercises and tasks chosen are partially connected to each other. There are many interruptions in complementarity in the teaching process of types of speech activity, especially in the transition from one to another, there are enough difficulties in strengthening the language experiences of students. At the same time, it is also observed that the types of speech activity for each lesson are not covered and the time is not evenly distributed. Lesson analysis shows that there are several difficulties in comprehensively mastering topics. It is not a secret that the variety of knowledge levels of students is always calculated from the main problems, but it should be borne in mind that being able to convey avzu to them also plays a special role

**Conclusion:** In conclusion, social-cultural through materials related to this specialty cultural, social characteristics of the world and the countries in which the language is studied in addition to research, cultural differences in scientific and field-related situations are also learn. And what makes it the most relevant in these programs is the area of expertise particular emphasis on topics.

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